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ABSTRACT

A project was developed at Ohio State University to train people with media backgrounds for special qualifications related to inservice training for public education. The training program had three phases: research and script development for an audiovisual package of inservice training materials; production of the slides, audio tape recording, and related printed materials for the audiovisual package; and field testing of the audiovisual packages with representative audiences of administrators and teachers. A final phase was added late in the academic year during which the program was developed: dissemination and evaluation of the produced audiovisual packages. The participants were either librarians or audiovisual specialists; they made extensive use of a varied set of consultants from different agencies and institutions as well as the University and its resource facilities. In addition, they participated in a special seminar to develop major papers on inservice training, and produced a part of the audiovisual package. Four evaluation and dissemination conferences were held during Summer, 1973, with good results. Detailed information is appended. (Author/SH)

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FINAL REPORT

SEPTEMBER 30, 1973

DESIGN, DEVELOPMENT, AND DISSEMINATION OF IN-SERVICE TRAINING MATERIALS

A Year-Long Media Specialist Institute,

Supported By A Grant From

The National Center For Educational Technology,

United States Office Of Education

Submitted by

Sidney C. Eboch
Institute Director
College of Education
Ohio State University
Columbus, Ohio

1972-73

OEG-0-72-3593

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This project was a training program for media specialists. It was funded to provide one academic year's training for fourteen or more educational specialists whose experience or occupation emphasized audiovisual or library training. Rationale was to train people with media backgrounds for special qualifications related to in-service training for public education.

The training program consisted of three phases. Phase One: research and script development for an audiovisual package of in-service training materials. Phase Two: production of the slides, audio tape recording and related printed materials for the audio-visual package. Phase Three: the field testing of the audiovisual packages with representative audiences of administrators and teachers. Each phase represented one academic quarter of activity in the original proposal. Later in the academic year it became possible to complete a planned fourth phase. This phase was the dissemination and evaluation of the produced audiovisual packages.

Participant activity in all academic quarters could be grouped in three major categories.

1. Assigned work experience as research associates in the university represented half-time employment.
2. Participants enrolled in a variety of courses in completing advanced academic objectives.

3. All Institute participants scheduled a special seminar exclusively for them during each of the three academic quarters.

* *

Participants. Of the ten persons initially selected, five were women. Male participants were primarily audiovisual specialists. Females were primarily librarians. Participants came from Montana, Nebraska, Missouri, Ohio, and Puerto Rico. Experience ranged from a minimum of one year's teaching to more than twenty years in the same educational system. Job responsibilities ranged from classroom teacher with part-time volunteer audiovisual responsibilities to full-time media director for a school system of 4,400 students. Ages ranged from 25 to 50. More complete individual bibliographies appear later in this report.

Facilities. Participants were housed in a large office immediately adjacent to the project director's office and an audio-visual production laboratory. The Education Library on the campus was within 100 yards of the student's offices. Many students, through course enrollments, used specialized facilities in television and motion picture production. All students could use the bibliographic computer search resources for the complete collection of ERIC documents.

Special activities. As the included schedule of events will show, extensive use was made of a varied set of consultants from different agencies and institutions. In addition, the large main

campus of the university provided an opportunity to visit many sophisticated, specialized media resource facilities. Among these facilities were: two ERIC clearinghouses; computerized main library services; the Ohio College Library Network; the Listening Center, consisting of more than 400 individualized learning stations; a campus-wide closed circuit television system; an educational radio and television broadcast station; a new, multi-media graduate learning center; computer assisted learning center with remote terminals; specialized audiovisual facilities in the Medical and Dental Schools.

Students made a major field trip to Purdue University, where their host for a very active four days was Professor Carolyn Whitenack, Chairman of Educational Media.

Professor Whitenack also visited our campus for a full week early in the first quarter as a national leader in the library-media field. Dr. Donald Perrin of the University of Maryland, a specialist in audiovisual production, spent a similar week with us in the fall quarter. Both Professors Whitenack and Perrin reviewed all of the prototype productions of the Institute participants during the spring academic quarter.

Academic programs. Institute participants selected freely from the varied offerings of the Graduate School those courses which would provide a more fully rounded advanced program. During the course of the year, many of the Institute participants completed one or more courses in still or motion picture photography, educational broadcasting, television production, audiovisual administration, computer assisted instruction, and simulation and gaming.

Many students completed course work in educational administration, curriculum and instruction, philosophical and social foundations of education. No two students completed the same program, although all students found themselves enrolled in one or more courses with a few of the other Institute participants.

Special seminar. The special seminar was the one uniform requirement for all Institute participants. The students met weekly on Wednesdays throughout the entire academic year. Since the academic schedules of the students took priority, the work assignment as research associates was completed on different schedules by each participant. The special seminar thus served two primary functions. One was to give emphasis to the topic of in-service training as the major Institute theme. The second was to provide a regular weekly meeting where all Institute participants met with the staff at one time and place to insure better and regular communication. The three-quarter sequence was organized around the following major assignments. Autumn quarter: periodical research on the topic of in-service training and research and writing on their audiovisual production. Winter quarter: the development of major papers related to specific aspects of the gross topic, In-Service Training. Spring quarter: special research papers around alternative systems of education and training. These papers were selected or assigned from lists prepared by the project director. All students' papers were the basis for formal presentations to Institute participants and all papers were duplicated and exchanged

among all participants. The titles of the papers prepared and descriptions of the audiovisual productions are presented more fully later in this report.

Audiovisual productions. Institute participants were invited to select the topic of their own choice as the content for the audiovisual productions to be produced as part of their work assignment. Participants freely discussed potential topics among themselves and with the total group before making their final choice. Two participants decided to function as co-producers and did so throughout the course of the Institute. Two participants decided to work jointly but produced related materials which were treated as one package. One package was essentially printed material, while all others were slide/tape presentations. One of the packages made use of a few overhead transparencies and related printed materials for audience members. Participants examined standard reference works to determine whether similar audiovisual productions were available. During the various stages of production, participants had access to counsel and advice of Institute staff members and other participants. During the final stages of production all participants had access to a specially trained narrator for the audio recording, a graphic artist for special artwork, and the many photographic skills of several participants.

Field testing. The original proposal provided for field testing of completed audiovisual productions at four sites within 200 miles of the university. This phase of the Institute was our only major

failure. No Institute production was ready for field testing at the opening of the third academic quarter. Almost complete prototypes of the slide and tape materials were available for three productions. These productions were shown early in April to a mixed audience available at the National Audiovisual Convention. All productions were available for review at the time of the field trip to Purdue University in May. Limited field tests were held for two productions at one public school site for each. This collection of ad hoc experiences were about all that could be expected with the failure of the participants to meet a March deadline which had been set six months earlier. Revisions of graphics, scripts, and some photographs were made throughout April and early May to most productions.

Phase Four. In late May and early June negotiations were completed to extend the project through a fourth academic quarter. This extension represented additional training experiences which had been part of the initial proposal. This fourth phase of the grant had been delayed due to lack of available funds at the time of the initial grant. Immediate plans were set in motion to arrange for teacher education audiences at state universities in California, Nebraska, and Maryland, and public school personnel assembled by the Department of Education in Puerto Rico. Participants were prepared to present their developed products and conduct on-site evaluations. Participants shared and rotated the responsibilities for the planning and conduct of the four meetings and shared their

experiences in "de-briefing sessions" at the site of the conference and in meetings immediately following the trips. Some novel evaluation techniques were used at each of the four conferences and summaries of that data are presented in the appendixes to this report.

Products. Major products of the Institute consisted of the completed audiovisual productions of in-service training materials made by the participants, the fourteen papers produced in the special seminars, and a collection of more than 400 slides which document the year-long activities of the participants.

The papers prepared by the Institute staff members are as follows:

Teacher In-Service Education	Business and Industrial Training
Better Meetings	Military Training
Using Speech Effectively	Professional Schools
Group Processes and Leadership	Adult Education
Evaluation	College Credit by Television
Information Networks	Correspondence Schools
Newsletters	Work/Study Programs

The audiovisual productions were:

Instructional Design Plan

Looking For Help? Try Media Aides

A Modular Orientation Program For Teachers New To A School System--A Community Profile

A Modular Orientation Program For Teachers New To A School System--Recording Keeping

Using Overhead Projection

In-Service Education--A Creative Perspective

Organizing Community Resources For The Learning Center

Conferences: Communication Bridges Between Teachers And Parents

Evaluation. In the larger sense, evaluation of the Institute can only come from the direct reactions of the participants at some future date. It seems clear from the four evaluation and dissemination conferences we held during the summer of '73 that the products developed by the participants met needs of teacher education personnel in the field.

As has been indicated earlier, the major failure of the Institute was to properly complete the anticipated four field tests of all audiovisual products during the third quarter. The Institute director can, with hindsight, see missed opportunities in the development of skills and knowledge for the participants. During the first academic quarter, more direction and rigidly assigned work experience might have produced better reviews of audiovisual products and research knowledge pertinent to the planned media productions. This forced free choice was a deliberate technique instituted with a view to derive more varied products and productions in which participants had a personal commitment. During the second quarter more explicit training was needed in the production of the materials. It is clear that regardless of the level of training and experience, one cannot presume high levels of production skills, nor can one

expect participants who are majors in a field to admit any lack of skill in their area. Problems of the third quarter have already been delineated. In the fourth quarter, because of the rapid "turn around" between trips, little correction and revision could be accomplished on the audiovisual productions. In addition, most participants did not have an opportunity to be sufficiently involved in the planning and preparation of the trips because many unchangeable decisions had to be made and managed in advance of the summer quarter. In other aspects of the Institute:

1. Several participants greatly expanded their knowledge base and developed or improved various skills in media production (research, writing, photography, sound, related printed materials).
2. Three participants failed to materially advance their academic programs in a systematic way; while five participants completed a second degree.
3. The physical arrangements for the participants office-study space was conducive to rapid socialization and extensive cooperation; however, this process was due primarily to the participants' own warmth and willingness to work with and assist each other.
4. Some of the papers prepared by the participants, with modifications, might be suitable for publication.
5. The audiovisual productions received critical review at varied sites with different audiences.

6. Five participants returned to essentially the same position. Two of these five were going to slightly changed assignments which represented increased responsibilities, partly related to in-service training. Four participants took completely new jobs with increased responsibilities; these positions represented advancements from their prior circumstances. One student left teaching to enter private employment.
7. The participants contributed to the institution by testing new courses and administrative arrangements and by their critical participation and evaluation of several courses in the regular program.

EVENTS OF THE INSTITUTE

September 17, 1972	First meeting of Institute staff and participants
October 25, 1972	Mr. Clarence Fogelstrom, NCET-USOE, made a site visit to the Institute
October 26, 1972	Members attended Ohio School Librarians Association State Meetings in Columbus
October 30 through November 3, 1972	Visit from Dr. Donald Perrin, Associate Professor of Educational Technology, University of Maryland, in residence at Institute
November 6 through November 10, 1972	Visit from Professor Carolyn Whitenack, Chairman of Educational Media, Purdue University, Lafayette; in residence at Institute
November 6, 1972	A visit to the Ohio College Library Center
November 8, 1972	A visit to the ERIC Center for Science, Mathmatics, and Environmental Education
November 9, 1972	A visit to the computer center for OSU libraries
November 10, 1972	Maurice Sendak, author and illustrator, was a guest speaker
December 15, 1972	Final working scripts were completed
January 17, 1973	Dr. Susan Olson spoke to the Institute on the Open University in Great Britain
January 24, 1973	A visit to the West Campus Learning Center
January 31, 1973	Mr. Nolan from AE Dick demonstrated the latent image evaluation materials

February 25 through February 28, 1973	American Education Research Association Convention. Cynthia Sullivan and Ann Whitehead attended.
March 12 through March 16, 1973	W.E. Taylor, consultant in graphics design for Institute packages
April 8 through April 13	AECT Convention in Las Vegas; packages presented by Mary Nemeth, Cynthia Sullivan, and Ann Whitehead.
May 2, 1973	Tour of the Upper Arlington High School Learning Center
May 7 through May 11, 1973	Visit from Dr. Donald Perrin, Associate Professor of Educational Technology, University of Maryland, in residence at Institute
May 15 through May 18, 1973	Field trip to Purdue University with Professors Carolyn Whitenack and Sam Postlethwait
May 21, 1973	Field test at Marengo, Ohio (Parent-Teacher Conferences)
May 23 and 24, 1973	Dr. Paul Robinson, Teachers College, Columbia University
June 5, 1973	Mr. Dave Bender, Assistant Director, Library and Media Services, Maryland State Department of Education
July 11, 1973	Dissemination and evaluation meeting at California State University at San Jose
July 30, 1973	Dissemination and evaluation meeting at University of Nebraska at Lincoln
August 8, 1973	Dissemination and evaluation meeting at University of Maryland at College Park
August 22 and 23, 1973	Dissemination and evaluation meetings at San Juan, Puerto Rico

MEDIA SPECIALIST INSTITUTE PARTICIPANTS

Wilfredo Alequin

Wilfredo Alequin is a native of Puerto Rico, born in the small picturesque town of Maricao in the western part of the island. Following high school graduation, he joined the United States Army and served as a paratrooper after training in North Carolina. Willie's media experience began in 1965 as an audio-visual coordinator at the University of Puerto Rico, Mayaguez campus, where he obtained a Bachelor's Degree in social science.

Since 1970 Willie has been employed by the Department of Public Instruction as a specialist in educational technology to serve at the district level. In 1972 he was chosen by the Department of Public Instruction to participate in the Media Specialist Institute. As an Institute member he has developed an audio-visual presentation on instructional design. He will complete his Master's Degree in educational technology at Ohio State in 1973. Willie and his wife, Maria Teresa, have an eight year old son, Wilfredo, Jr.

Alfred Blockey

Al Blockey has been the director of audio-visual education for the Boseman, Montana, public schools since 1952. Al received his Bachelor's Degree from Saint Thomas College in Minnesota and a Master's Degree from Montana State University. He has taken some graduate work at the University of Minnesota, University of Colorado, and Ohio State. For four consecutive summers he served as assistant director of media institutes in Colorado. Al has also taught audio-visual courses at Montana State and University of Montana.

In the Institute Al was a co-author, with Betty Kitts, on a program for the orientation of new teachers to a school district. He will be returning to Boseman in his position as instructional media director.

Cal B. Bone

Mr. Bone is a language arts consultant at Educational Service Unit No. 2 (an intermediate unit) at Fremont, Nebraska. In the fall of 1973 he will begin his sixth year of service in this east central Nebraska community. A major part of his job is demonstration teaching as in-service training.

Cal has a Bachelor's Degree in political science and a Master's Degree in elementary education from Oklahoma State University. He served six years in the Tulsa public schools and was a recipient of an Experienced Teacher's Fellowship at the University of Nebraska. In the Institute Cal has completed a slide/tape presentation on simple, in-service training programs.

Harry T. Famal

Harry Famal has a Bachelor's Degree in education from Ohio University, Athens, Ohio, and a Master's Degree from the same school, with a major in industrial technology and a minor in educational media. Harry's seven years teaching experience includes five years in Ohio and two in Alaska. While in Alaska, Harry worked as a graphic artist for the Southeast Alaska Instructional Materials Center. Most recently, Harry has been a drafting instructor and department head at a junior high school in Trotwood, Ohio.

During his graduate years at Ohio University, Harry developed a multimedia package designed for teaching screen printing in the elementary school. For the Media Specialist Institute he has prepared a slide/tape presentation about volunteer media aides. Harry's wife, Joanne, is an elementary school teacher. They have two children. Harry is looking forward to accepting full-time media responsibilities in his next assignment.

Maxine Jones

Maxine Jones received her Bachelor's Degree in education from Southwest Missouri State College and completed her Master's Degree during the Institute at Ohio State. Mrs. Jones has completed additional work at the University of Missouri at Columbia and Drury College. She served as an English teacher and librarian in several school districts immediately south of St. Louis. She will be among the first eight certified media technologists in the Missouri public school system.

As the wife of a school superintendent, she makes time to participate in many community organizations such as the League of Women Voters, the Business and Professional Women's Club, and the American Association of University Women. Maxine is co-author and developer, with Mary Nemeth, of the Institute package on parent-teacher conferences.

Betty Kitts

Betty Kitts received a Bachelor's Degree in political science from Ohio University in Athens and completed a Master's Degree in educational communications at Ohio State. Her interest in media was first stimulated by her work as a tutor and supervisor in student volunteer programs in Appalachia schools. She has served as a secondary teacher in schools of south eastern Ohio. As a scholarship student at Ohio State she will complete her Doctorate in educational media this fall.

In the Institute she is co-author and developer, with Al Blockey, of the in-service training program for orientation of new teachers.

Mary Mueller Nemeth

Mary Nemeth recently completed her Master's Degree in educational communications at Ohio State during her work with the Media Specialist Institute. Her Bachelor's Degree for English and speech is from Ohio University at Athens. Following a short stint as a high school English teacher, she served five years as an elementary school librarian, where she organized a satellite library for younger children and began a program of parent volunteer library aides.

As part of her Institute experience, Mary has co-authored, with Maxine Jones, a program on parent-teacher conferences. Mary is married to Julius Nemeth, an attorney with the Ohio State government.

Cynthia Sullivan

Although Cynthia Sullivan is a native of Columbus, Ohio, she has lived with her family in Virginia, Texas, and California. In 1970 she completed her Bachelor's Degree in education with a major in English and immediately began graduate study in audio-visual instruction. Cindy has worked as an academic advisor to freshman and sophomore college students. She completed an extensive internship in a variety of school media situations as part of ner Master's Degree at Ohio State.

In the Institute, she has contributed to many of the publications and productions through her editorial and writing skills. Following the Institute, she plans to leave Columbus for northern California.

Michael Welch

Mike Welch received his Bachelor's Degree at Ohio Wesleyan and recently completed his Master's Degree at Ohio State in educational communications. With his wife, Karyn, he spent two years in the Peace Corps, working in the Philippines, then stayed on another year working with a young theater department at San Carlos University in Cebu City. Mike has taught reading, speech, and theater in high school and has worked summers on theater related projects.

In the Institute, Mike has helped design and produce several of the slide/tape presentations, including working with photography, art, and recording. It is Mike's voice on most of the Institute productions. At the completion of the Institute he will be doing several independent audio-visual productions.

Frances Ann Whitehead

Ann Whitehead has received a Bachelor's Degree in elementary education and a Master's Degree in educational administration from Ohio State. She is currently completing course work for an Educational Specialist Degree. She has attended the University of San Diego College for Women and Ohio Dominican College. Ann's five years of experience in Ohio public schools has been as a junior-senior high school librarian. She organized the facilities and initiated the library programs in new buildings in two districts. In the Institute, Ann has produced a slide/tape presentation entitled "Organizing Community Resources for the Learning Center."

BRIEF DESCRIPTIONS OF AVAILABLE PROGRAMS

PROGRAM ONE

"Instructional Design Plan" by Wilfredo Alequin

This presentation is based on Jerrold Kemp's book, Instructional Design, published by Fearon Publishers, 6 Davis Drive, Belmont, California 94002. The goal is to outline and explore the eight essential elements in planning and implementing a new instructional program. These eight key elements are: general purposes, student characteristics, learning objectives, subject content, pretest, activities and resources, supporting services, and evaluation. The presentation introduces the eight elements and encourages teachers to systematically apply the general procedure to all instructional improvements.

"Looking For Help? TRY MEDIA AIDES" by Harry Famal

This slide/tape package was designed as an in-service training package to be used by school system media directors, supervisors, or administrators. Media people are becoming increasingly responsible for assisting individual and small groups of teachers in locating, designing, or producing classroom teaching materials. To handle these new responsibilities and maintain more routine responsibilities, media directors need more manpower or assistance on the job. The presentation offers suggestions to answer the following questions: What are Media Aides?; Where can they be found?; What training will they require?; What job responsibilities will they have?; How can their work be evaluated? Giving responsibilities to Media Aides will enable media directors to spend more time working with individual and small groups of teachers.

PROGRAM TWO

"A Modular Orientation Program For Teachers New To A School System" by Al Blockey and Betty Kitts

This presentation is based upon a booklet of more than one hundred pages which outlines in great detail five modular components of an in-service program. The chief elements are school philosophy, school policies, record keeping, a community profile, and professional organizations. Examples of appropriate materials are provided.

"Using Overhead Projection" by Richard McNeely

This slide/tape program acquaints teachers with the advantages of overhead projection. Part one suggests room set-up, projector operation, and the use of transparencies. The second part deals with producing thermal transparencies from office copying machines. Types of film, coloring techniques, and production tips are given.

PROGRAM THREE

"In-Service Education--A Creative Perspective" by Cal Bone

This package is designed primarily for administrators in school situations with little assistance or resources for in-service training. The presentation suggests the importance of teacher involvement. Suggestions are provided for materials and resources which are immediately available and inexpensive. Administrators are encouraged to establish an in-service program which meets criteria of known successful plans.

"Organizing Community Resources For The Learning Center" by Ann Whitehead

This presentation is for learning resource center directors, librarians, media personnel, or curriculum coordinators. It may be used for general audience presentation or for individual study. The presentation defines and names three types of community resources, providing examples of each. New ways to locate and document various types of resources in the community are outlined. Consideration is given to evaluation forms and techniques of publicizing the community resource file.

PROGRAM FOUR

"Conferences: Communication Bridges Between Teachers And Parents" by Maxine Jones and Mary Nemeth

This presentation is based upon four printed documents which represent the essential package. The parts are "Instruction Booklet", "Discussion Leader's Booklet", "Conference Pointers", and "Masters For Transparencies and Answer Sheets". A slide/tape presentation orients the teacher to the representative school district, serving as a model for discussion. Printed materials are provided for a series of meetings to be held on a weekly basis. Each weekly meeting presents a teacher-parent conference situation which explores specific principles to be applied. The audience will use one such interaction module during this presentation.

DISSEMINATION AND EVALUATION MEETING

Ohio State University Media Specialist Institute

California State University at San Jose

Wednesday, July 11, 1973 9 a.m. to 5 p.m.

Host:
Dr. Harold Hailer, Chairman
Department of Instructional Technology
CSU at San Jose

Institute Director:
Dr. Sidney Eboch, Professor
College of Education
Ohio State University

General Session

9:00 - Introductions and remarks: Dr. Hailer

9:30 - Orientation to program: Dr. Eboch

10:00 - Guest Speaker: Dr. Robert Jarecke

10:45 - In-service training: Media Institute Personnel

11:30 - Break for lunch

Concurrent Sessions - 1:00

Room ____: "Instructional Design Plan" by Wilfredo Alequin

"Looking For Help? TRY MEDIA AIDES" by Harry Famal

Leader: Michael Welch

Room ____: "Conferences: Communication Bridges Between Teachers and Parents" by Maxine Jones and Mary Nemeth

Room ____: "A Modular Orientation Program For Teachers New To A School System" by Al Blockey and Betty Kitts

"Using Overhead Projection" by Richard McNeely

Leader: Al Blockey

Room ____: "Organizing Community Resources For The Learning Center" by Ann Whitehead

"In-Service Education--A Creative Perspective" by Cal Bone

Leader: Cindy Sullivan

2:30 - Concurrent sessions will be repeated in same locations

4:30 - Evaluation by total audience in _____

DISSEMINATION AND EVALUATION MEETING

Ohio State University Media Specialist Institute

University of Nebraska

Monday, July 30, 1973

Host:
Dr. Wesley C. Meierhenry
Professor and Chairman
Adult and Continuing Education
University of Nebraska

Institute Director:
Dr. Sidney C. Eboch, Professor
College of Education
Ohio State University

General Session

8:00 - Registration

8:30 - Orientation to program: Dr. Eboch

9:00 - Speaker from SUN: Dr. Milton Hassell

10:00 - Coffee-tea break

10:30 - In-service training: Media Institute Personnel

Concurrent Sessions - 1:00

Room A: "Instructional Design Plan" by Wilfredo Alequin

"Looking For Help? TRY MEDIA AIDES" by Harry Famal

Leader: Harry Famal

Room B: "A Modular Orientation Program For Teachers New To A School System" by Al Blockey and Betty Kitts

"Using Overhead Projection" by Richard McNeely

Leader: Al Blockey

Room C: "Organizing Community Resources For The Learning Center" by Ann Whitehead

"In-Service Education--A Creative Perspective" by Cal Bone

Leader: Cal Bone

Room D: "Conferences: Communication Bridges Between Teachers and Parents" by Maxine Jones and Mary Nemeth

Leader: Ann Whitehead

2:30 - Concurrent sessions will be repeated

4:00 - Evaluation by total audience in auditorium

DISSEMINATION AND EVALUATION MEETING

Ohio State University Media Specialist Institute

University of Maryland, College Park

Wednesday, August 8, 1973 9 a.m. to 4 p.m.

Host:
Dr. Desmond P. Wedberg, Director
Educational Technology Center
College of Education
University of Maryland

Institute Director:
Dr. Sidney Eboch, Professor
College of Education
Ohio State University

General Session, Undergraduate Library Building, School of Library and Information Services, Room 0121

9:00 - Introductions and remarks: Dr. Wedberg
9:30 - Orientation to program: Dr. Eboch
10:00 - Guest Speaker: Miss Jane O'Connor, Children's Television Workshop
10:45 - In-service training: Media Institute Personnel
11:30 - Break for lunch
12:45 - Tour Non Print Media Lab, Undergraduate Library (optional)

Concurrent Sessions - 1:15

Room 3120: "Instructional Design Plan" by Wilfredo Alequin
"Looking For Help? TRY MEDIA AIDES" by Harry Famal
Leader: Harry Famal

Room 4115: "A Modular Orientation Program For Teachers New To A School System" by Al Blockey and Betty Kitts
"Using Overhead Projection" by Richard McNeely
Leader: Richard McNeely

Room 4113: "Organizing Community Resources For The Learning Center" by Ann Whitehead
"In-Service Education--A Creative Perspective" by Cal Bone
Leader: Michael Welch

Room 3118: "Conferences: Communication Bridges Between Teachers and Parents" by Maxine Jones and Mary Nemeth
Leader: Ann Whitehead

2:30 - Concurrent sessions will be repeated in same locations
3:30 - Evaluation by total audience in Room 3120

DISSEMINATION AND EVALUATION MEETING

Ohio State University Media Specialist Institute

Centro de Recursos Educativos, Distrito Escolar de San Juan, Barrio Obrero

Wednesday and Thursday, August 22 and 23, 1973

Hostess:
Senorita Awilda Ramirez, Director
Audiovisual Technology Program
Department of Education
Hato Rey, Puerto Rico

Institute Director:
Dr. Sidney C. Eboch, Professor
College of Education
Ohio State University

General Session

8:30 - Introduction and remarks: Senorita Ramirez
8:45 - Introduction of Media Institute personnel and program: Dr. Eboch
9:00 - Evaluation of materials: Mrs. Angela Gibert, University of Puerto Rico
10:00 - Coffee break
10:15 - In-service training research: Dr. Eboch
11:30 - Lunch

Concurrent Sessions - 1:30

Room___: "Instructional Design Plan" by Wilfredo Alequin

"Looking For Help? TRY MEDIA AIDES" by Harry Famal

Leader: Wilfredo Alequin

Room___: "A Modular Orientation Program For Teachers New To A School System" by Al Blockey and Betty Kitts

Leader: Harry Famal

Room___: "Organizing Community Resources For The Learning Center" by Ann Whitehead

"In-Service Education--A Creative Perspective" by Cal Bone

Leader: Mike Welch

Room___: "Conferences: Communication Bridges Between Teachers and Parents" by Maxine Jones and Mary Nemeth

Leader: Ann Whitehead

2:30 - Concurrent sessions repeated

3:30 - Evaluation by the audience

4:00 - Dismissal - End of program

EVALUATION RESULTS--DISSEMINATION MEETINGS

Each of the four dissemination and evaluation meetings during the last academic quarter of the Institute featured the presentation of the in-service training materials produced by the Institute participants. At each of the meetings, the audiovisual materials were presented to at least two different audiences: one audience consisted of public school personnel with assigned responsibilities for in-service training; the other audience consisted of education personnel with special training and responsibilities related to instructional technology. At all meetings, the members of the audience had a free choice of the four programs which they might attend. Thus, the number of persons who saw any given program varied from site to site and from day to day. Two of the programs had limited response during the first three meetings. At our final meeting in Puerto Rico, in consultation with the local hosts and leaders, we selected and presented only four of the available seven productions.

As will be noted in the tabular reports of the audience responses, persons witnessing each presentation were asked to respond to two sets of questions: one on the content of the presentation and one on the format of the presentation. The format questions were consistent for each audiovisual presentation, therefore, they are summarized according to each production rather than each meeting location.

In addition, at the end of the first day of the meetings at all sites, we asked the total audience to return for evaluation of the whole day's program. Data from these "evaluations" are also included.

These minimal attempts at evaluation represented an attempt to provide "information" to the audience. As we noted in our research about in-service training, evaluation was rarely if ever conducted. Thus, these probes demonstrated that we believed evaluation important and provided an opportunity to demonstrate two simple and easy ways to conduct some measure of success or failure. Through some advance planning and minimum on-site preparation we were able to secure some data under very constrained circumstances from an audience that wanted to move on to other matters.

In the following evaluation results, those items that are circled indicate correct answers.

Instructional Design Plan

	Cal.	Neb.	Mid.*	P.R.
1. The plan for instructional design is:				
A. a fixed set of procedures for curriculum. . . .	0	11	12	4
B. a collection of suggestions for producing audiovisual aids.	0	11	12	3
(C.) a series of elements to be considered when developing units of instruction	24	35	34	44
2. The key parts of instructional design are:				
A. cognitive, affective, psychomotor, and behavioral.	3	7	8	11
B. presentation, teacher-pupil interaction, independent study	3	9	6	7
(C.) content, methods, materials, personnel, and facilities.	24	33	34	43
D. teacher(s), pupils, resources, space, time. . .	0	3	1	6
3. In obtaining information on student characteristics you can use:				
(A.) cumulative records, other teachers, pretests. .	24	35	33	43
B. standardized achievement tests and behavioral objectives	3	0	1	1
C. subject matter exams and attitude questionnaires	3	1	1	3

* Three people answered all questions and chose all answers. These were not included in the totals.

	Cal.	Neb.	Mld.	P.R.
4. When one selects the list of topics to be covered in an instructional plan:				
(A.) you are defining the scope of the subject matter.	24	33	31	33
B. you are identifying goals for use in developing behavioral objectives	3	5	11	25
C. you are organizing content for large group, small group, and individualized learning activities.	1	6	13	21
5. By "support services" in instructional design we mean:				
A. cataloging, storage, retrieval, maintenance, production...	1	1	4	8
(B.) funds, facilities, equipment, and personnel . .	24	35	32	42
C. team teaching, materials production, and evaluation resources.	1	5	4	10
D. audiovisual materials and equipment plus library resources	0	8	7	9

	Cal.	Neb.	Mld.	P.R.
6. Pre-planning is required for effective instructional design. A recommended technique is:				
A. writing behavioral objectives and terminal performance criteria.	9	10	12	16
(B.) using a card-per-idea in various categories of content and activity	23	32	32	37
C. matching cognitive, affective and psychomotor objectives to presentation, interaction, and independent study activities.	8	9	9	9

Looking For Help? Try Media Aides

	Cal.	Neb.	Mld.	P.R.
1. A media aide is best described as:				
A. any person trained to perform the routine chores of audiovisual equipment operation, maintenance, and minor repair	3	7	9	10
B. any person who performs the routine chores of issuing, retrieving and storing library materials	1	7	5	8
(C.) any person who performs non-professional tasks within a building media center.	23	42	42	34
D. any person who assists the media director in providing more and better service to students .	5	14	20	18
2. Media aides should be:				
A. young, unskilled volunteers	0	0	4	4
B. older, trained senior-citizen recruits.	0	0	3	3
C. older students with good grades and lots of study time.	0	0	4	2
D. paid para-professionals working in the district	2	6	8	6
(E.) able, available personnel with positive attitudes about students and schools.	23	45	45	39

	Cal.	Neb.	Mld.	P.R.
3. The recommended minimum standard for placing media aides is the equivalent of:				
(A.) one full-time aide in each media center in each building	23	43	45	35
B. one full-time aide per ten teachers in each building.	2	2	4	7
C. one full-time aide for every two hours the media center is open.	2	2	2	10
D. one full-time aide per grade level in the building.	2	2	5	7
4. The best technique for recruitment of potential volunteer media aides is:				
A. newspaper advertisements requesting help. . . .	2	5	6	12
B. letters requesting help sent home with children	3	5	9	14
(C.) asking teachers for names of "suitable" parents	20	42	43	28
D. looking at local teacher-aides or para-professionals	6	8	14	12
5. When beginning a media aide program, the director needs to prepare:				
(A.) training schedules and duty assignments	23	45	45	40
B. job descriptions and evaluation forms	7	10	9	1
C. recruitment posters and pay schedules	0	3	1	2
D. task analysis and job completion forms.	3	3	5	4

	Cal.	Neb.	Mld.	P.R.
6. The training program for media aides will be:				
A. one by one as volunteers are recruited.	4	2	9	24
(B.) a one time session for paid personnel	22	42	44	32
C. each one/teach one (by the media aides themselves)	6	6	10	17
7. With a media aide program, evaluation should be:				
A. avoided with volunteers	1	2	4	7
B. formalized with paid employees.	3	4	6	7
C. periodic by peers as well as "boss"	2	6	9	8
(D.) continuous and varied in form	22	44	45	38
8. The most important factor which evaluation of media aides should reveal is:				
A. teachers like and approve the individuals involved.	4	6	15	15
B. the number of services the media center has performed increased	6	25	31	27
(C.) the director has spent more time assisting teachers.	20	42	41	23
D. cost of repair and maintenance of materials and equipment has dropped	0	2	5	7

A Modular Orientation Program For Teachers New To A School System

	Cal.	Neb.	Mid.	* P.R.
1. The five modules proposed for the whole program are:				
A. the most important five topics for orientation.	0	10	4	
B. five useful topics which will need additions. .	7	6	18	
C. some relevant topics but not the most important	2	0	3	
D. a weak selection of related topics.	0	0	0	
E. very poor basic content for orientation	0	0	0	
2. The slide/tape on the "Community Profile" is:				
A. a good idea that is highly desirable and feasible.	7	14	12	
B. a good idea but probably difficult to do most places.	2	1	3	
C. a nice idea but not too useful or important.. .	0	1	1	
D. a rather middle class dream town; simply not very realistic.	1	1	10	
E. a dumb idea that could be better done by two sheets of printed material.	0	0	0	

* This program was not presented at this site.

	Cal.	Neb.	Mld.	P.R.
3. The slide/tape on "Classroom Records" is:				
A. a good idea that is highly desirable and feasible.	6	12	13	
B. a good idea but probably difficult to do most places.	0	3	3	
C. a nice idea but not too useful or important . .	1	1	0	
D. a mildly motivational piece of little unique value	3	0	6	
E. a dumb idea that should be done some other way.	0	0	2	
4. The photography for the "Community Profile" is:				
A. very good	6	9	12	
B. good.	3	4	11	
C. average	1	4	2	
D. below average	0	0	0	
5. The scenes chosen for showing as part of a "Community Profile" are:				
A. representative and comprehensive.	3	5	3	
B. representative but not comprehensive.	6	9	16	
C. comprehensive but not representative.	1	3	5	
D. neither representative nor comprehensive . . .	0	0	1	

	Cal.	Neb.	Mld.	P.R.
6. The script for the "Community Profile":				
A. contained all the kinds of information teachers need about the community.	2	10	6	
B. described the community but was not especially useful for teachers	1	1	9	
C. would be helpful to teachers but couldn't be descriptive of the real community	6	6	11	
D. was neither descriptive nor helpful	0	0	1	
7. The photography for "Classroom Records" was:				
A. very good	2	8	9	
B. good.	5	7	12	
C. average	2	1	2	
D. below average	1	1	2	
8. The scenes chosen for showing as part of "Classroom Records" were:				
A. realistic and practical	4	10	6	
B. typical but not very informative.	3	6	13	
C. localized to a region and to a certain grade level	1	1	4	
D. not very meaningful except in a most general way	2	0	1	

	Cal.	Neb.	Mld.	P.R.
9. The script for the slide/tape presentation "Classroom Records" was:				
A. good for an introduction and very motivating. .	2	5	3	
B. good as an introduction but not too complete. .	3	6	6	
C. acceptable as an introduction to the topic. . .	6	6	8	
D. not very informative or helpful	0	0	1	
I would rank each of the five proposed modules for an orientation program as follows:				
Community Profile				
A. very important.	7	8	15	
B. moderately important.	2	8	9	
C. not so important.	1	1	2	
D. probably unimportant.	0	0	0	
Professional Organizations				
A. very important.	3	5	8	
B. moderately important.	6	9	9	
C. not so important.	1	2	3	
D. probably unimportant.	0	0	0	
School Philosophy				
A. very important.	7	13	21	
B. moderately important.	2	3	0	
C. not so important.	0	0	0	
D. probably unimportant.	0	0	0	

	Cal.	Neb.	Mld.	P.R.
School Policies				
A. very important.	6	12	19	
B. moderately important.	3	4	0	
C. not so important.	0	0	0	
D. probably unimportant.	0	0	0	
Record Keeping				
A. very important.	4	7	11	
B. moderately important.	3	9	10	
C. not so important.	0	1	3	
D. probably unimportant.	0	0	0	

Using Overhead Projection

	Cal.	Neb.	Mld.	P.R.
1. The 6W formula on screen size helps you determine:				
A. projector's lens size to fit the screen	2	0	0	6
B. screen size for the room available.	3	0	0	4
(C.) seating distance from screen.	32	17	26	25
D. placement of screen in room	3	1	1	6
2. The keystone effect can be corrected by:				
A. raising the screen.	0	0	2	5
(B.) tilting the screen.	32	17	24	22
C. lowering the screen	0	1	3	2
D. moving the projector closer to screen	1	0	0	3
E. moving the projector farther from screen. . . .	2	0	0	3
3. Producing transparencies by the thermal process means the film used must be:				
A. sensitive to ammonia.	0	0	0	4
(B.) sensitive to infrared light	32	14	24	20
C. sensitive to high temperature	6	4	4	10
D. processed through a developer, fixative, and wash.	1	0	2	8

	Cal.	Neb.	Mid.	P.R.
4. In making a thermal transparency, the correct technique for processing the master image and film is:				
(A.) film on top of master; notch in upper right . .	32	16	26	23
B. master on top of film; notch in upper right . .	5	3	4	11
C. master on top of film; notch in lower left. . .	0	1	1	7
D. film on top of master; notch in lower left. . .	0	0	0	5
5. Which of the following is NOT a film type available for transparency making:				
A. black image on clear film	1	0	1	5
B. color image on clear film	3	3	3	7
C. black image on color film	1	1	2	6
(D.) multiple colors on clear film	30	13	25	20
E. negative (reverse) image in colors.	6	1	5	11
6. Which of the following is the maximum suitable image size when making transparencies (approximately)				
A. $8\frac{1}{2}$" x 11"	4	1	0	6
B. 6" x 9"	0	0	0	6
C. 8" x 10".	3	0	0	7
(D.) 7" x 10".	31	16	27	20
E. 3" x 4"	0	0	0	2

	Cal.	Neb.	Mid.	P.R.
7. The recommended tape for fastening transparencies to their mounts is:				
A. regular Scotch "cellophane" tape.	6	2	6	5
(B.) magic transparent mending tape.	30	13	23	22
C. masking tape of $\frac{1}{2}$" width.	3	2	4	13
D. mystic marking tape	1	2	1	6
8. Use of a primer or bulletin-type typewriter is recommended for captions because:				
A. the carbon-base ink is very reproducible. . . .	3	2	0	4
B. the spacing between letters and words is more variable.	0	0	0	2
(C.) the size of the letters is good for visibility.	29	16	27	24
D. the strong even impression of an electric typewriter makes it more reproducible	2	0	0	1

In-Service Education--A Creative Perspective

	Cal.	Neb.*	Mld.	P.R.
1. Which of the following techniques is recommended in developing an in-service program?				
A. the de-centralized approach	4	7	3	10
B. the centralized approach	3	3	1	5
(C.) the centrally coordinated approach	20	36	28	17
2. The four basic requirements for good in-service training are:				
(A.) teacher involvement, objectives, resources, a plan	19	32	29	21
B. professional concepts, classroom application, group interaction, co-operative development	4	2	3	5
C. state departments of education leadership, university consultants, professional organizations materials, local administration	2	2	2	6
3. A teacher's resource center should be located:				
A. at the central administration building	7	4	3	14
B. in closets adjacent to the classroom	4	2	4	12
(C.) in the lounge	20	36	27	14
D. in the principal's office	4	1	2	9

* Nine people answered all questions and chose all answers. These were not included in the totals.

	Cal.	Neb.	Mld.	P.R.
4. State departments of education, media centers, and professional organizations all can:				
A. provide detailed plans for complete programs on selected topics.	4	3	1	5
(B.) provide materials useful to local programs. . .	19	33	29	20
C. provide behavioral objectives for in-service programs.	3	2	1	5
5. One could expect to find more than how many different in-service activities?				
A. twenty.	14	8	9	10
(B.) forty	19	33	25	19
C. sixty	8	8	5	6
D. eighty.	7	16	5	8
6. In the example of the faculty in the presentation, what did each teacher volunteer to do?				
A. nothing	3	2	0	2
(B.) the services they already knew how to do. . . .	18	34	29	14
C. anything that would be helpful.	6	5	5	11
D. some challenging contribution which was new to them	4	6	6	10

	Cal.	Neb.	Mld.	P.R.
7. Current research seems to indicate that teachers prefer in-service activities under what time conditions?				
A. before school	2	1	1	2
(B.) released time	19	32	29	20
C. after school.	2	3	2	3
D. immediately before and after the official school year	2	0	0	7

Organizing Community Resources For The Learning Center

	Cal.	Neb.	Mid.	P.R.
1. Community resources are defined as people, places, and events within the boundaries of the school district.				
Right	20	39	25	32
Wrong	7	42	30	29
2. One of the best sources for finding community resources is the yellow pages of your telephone directory.				
Right	17	55	33	44
Wrong	20	4	0	9
3. Use the list of government offices in the white pages of your telephone book to provide the teachers with a check list for their interests.				
Right	20	48	32	35
Wrong	4	17	7	18
4. Teachers may be unwilling to provide information about community resources they know and use.				
Right	20	50	32	36
Wrong	5	15	7	26
5. In order to get the most accurate survey of teacher needs be sure each individual teacher responds to your survey of interests and needs.				
Right	9	40	25	40
Wrong	18	40	27	25

	Cal.	Neb.	Mld.	P.R.
6. The people with the best community contacts are the students.				
(Right)	11	53	33	42
Wrong	19	12	4	10
7. You want to first follow-up on the resources rated as "positive" by teachers.				
(Right)	18	55	34	45
Wrong	14	7	2	4
8. When interviewing people who will be or provide access to community resources, make a special point about the fact that other people will be contacting them for further assistance.				
(Right)	19	54	35	44
Wrong	7	12	8	5
9. Use your standard interview form to get all the information you need for the user to contact the community resource.				
(Right)	11	53	34	44
Wrong	17	5	1	7
10. Be sure to consult your resource about their needs in serving your school. (People may need audio-visual equipment; industrial plants may need name and address of all visitors in advance).				
(Right)	19	55	34	45
Wrong	0	0	1	4

	Cal.	Neb.	Mld.	P.R.
11. In order to avoid confusion in future visits, double-check all your interview information by sending a letter of confirmation.				
Right	11	53	34	44
Wrong	18	1	0	4
12. Once your resource file is completed, place it in the library where the teachers can make frequent personal use.				
Right	19	55	34	46
Wrong	1	1	1	1

Conferences: Communication Bridges Between Teachers and Parents

	Cal.	Neb.	* Mld.	** P.R.
1. The information on conference techniques in the slide/tape presentation was:				
A. sufficient and understandable	8	24		
B. too little or too easy to be of use here. . . .	0	10		
C. too much or too difficult to use here	0	0		
2. The information on conference techniques in the slide/tape presentation was:				
A. the significant knowledge a teacher should know.	6	14		
B. a suitable introduction but not very detailed knowledge or depth.	2	19		
C. a very shallow or incomplete amount of information	0	1		
3. The introduction to the school district provided in the slide/tape portion of the program was:				
A. sufficient for our purposes here.	5	***		
B. too little or too simple to be of value	1			
C. too much or too difficult to be of value. . . .	0			
4. The scenes as presented in the slides were:				
A. realistic and meaningful about schools I know .	5			
B. too idealistic a picture of schools I know. . .	1			
C. too negative a picture of schools I know. . . .	0			

* Audience was so limited that no data was collected.
** Program was not presented.
*** Questions 3 and 4 were not asked after the California visit.

	Cal.	Neb.	Mld.	P.R.
5. On the whole, the photography was:				
A. very good	2	10		
B. good	5	18		
C. average	1	4		
D. less than average	0	0		
6. On the whole, the sound quality was:				
A. very good	1	17		
B. good	3	15		
C. average	3	1		
D. less than average	1	0		
7. The printed materials called Conference Pointers which was given to us:				
A. related to and reinforced the slide/tape presentation	5	26		
B. went beyond the content given in the slide/tape presentation	1	4		
C. was far less useful than the slide/tape presentation	0	0		
8. The printed material was ---------- to the use of the Interactions.				
A. essential	4	5		
B. valuable	5	29		
C. unimportant	0	1		

	Cal.	Neb.	Mld.	P.R.
9. The questions on the Interactions were:				
A. significant	2	16		
B. acceptable.	6	16		
C. mediocre.	0	3		
D. rather inadequate	0	0		
10. The use of the overhead transparencies was:				
A. helpful and discussion provoking.	6	28		
B. somewhat helpful to individuals	1	5		
C. not too important or distracting.	0	0		
D. an awkward or pretentious way to do something simple.	0	0		
11. From my experience with this program, I would think a series of Interaction Dialogues would be ------- in making teachers aware of good conference techniques.				
A. very helpful.	8	23		
B. somewhat helpful.	0	8		
C. adequate but weak	0	1		
D. ineffectual or troublesome.	0	0		

AV PRODUCTION FORMAT EVALUATION

(See note on following page to interpret code)

	1A	1B	2B	3A	3B
1. The material presented is how important for today's in-service training needs as you see them. (Please choose one only)					
A. unimportant to almost all groups.	4	2	3	4	1
B. slightly important to some groups	16	12	4	15	12
C. very important to some groups	63	88	38	65	86
D. essential to some groups.	56	57	30	33	54
2. The material presented should be used at what level or levels? Choose one only, please.					
A. elementary school personnel	9	27	1	12	1
B. secondary school personnel.	6	4	2	1	4
C. either/both elementary or secondary school personnel	122	124	73	100	138
3. The visuals were:					
A. poorly done	0	0	1	0	2
B. barely adequate	4	3	4	4	1
C. good enough	56	40	20	39	62
D. very well done.	80	121	52	75	81
4. The visuals:					
A. related well to topic	114	137	69	95	132
B. showed some relationship to topic	22	13	6	9	13
C. had slight relationship to topic.	1	4	0	3	3
D. had little or no relationship to topic.	0	1	1	1	1

	1A	1B	2B	3A	3B
5. The narration was:					
A. too difficult to understand	1	6	4	3	9
B. too easy to be interesting.	13	7	5	13	5
C. about right level of difficulty and interest.	125	143	65	95	130
6. The narration was:					
A. too fast.	19	11	12	10	19
B. too slow.	1	2	1	0	0
C. about right speed	121	140	53	92	128
7. As tone signals go, this one was:					
A. terrible.	1	4	1	1	1
B. barely bearable	1	5	1	0	2
C. acceptable.	65	100	50	71	89
D. pleasant.	63	61	27	42	55
8. The "examination" was:					
A. stupid and unnecessary.	0	1	0	2	1
B. mediocre but useless.	1	2	0	5	3
C. okay but questionable	33	39	11	28	38
D. okay and useful review.	98	107	58	79	101

1A = Instructional Design Plan
1B = Looking For Help? Try Media Aides
2B = Using Overhead Projection
3A = In-Service Education--A Creative Perspective
3B = Organizing Community Resources For The Learning Center

TOTAL AUDIENCE EVALUATION OF ALL-DAY MEETING

	Cal.	Neb.	Mid.	P.R.
1. In regard to the objectives of this meeting today:...				
A. I knew the objectives before I came	1	1	5	13
B. I learned the objectives before I came.	12	16	12	22
C. I don't know what the objectives were	4	0	4	2
2. I think the schedule, as a whole, was...				
A. Too fast.	2	0	5	5
B. To slow	2	0	5	1
C. About right	12	16	13	33
Regarding the physical conditions of the sessions you attended today...				
3. Seating comfortable?				
Yes	10	5	20	30
No.	3	12	4	9
4. Temperature control good?				
Yes	9	5	10	17
No.	7	12	12	11
5. Visibility of screen and leaders?				
Yes	15	16	23	38
No.	1	1	0	1
6. Quality of sound -- live speakers?				
Yes	16	17	23	41
No.	0	0	0	0

	Cal.	Neb.	Mld.	P.R.
7. Quality of sound -- recordings?				
Yes	15	17	23	37
No	1	0	0	4
8. I think the presentation of the morning on factors related to In-Service Training was...				
A. Very informative.	17	12	*	33
B. Mildly informative.	2	4		3
C. Common knowledge.	0	1		2
D. Waste of time	0	0		1
9. Comparing the morning and afternoon sessions I would say...				
A. Morning was better.	6	3	2	1
B. Afternoon was better.	2	2	7	15
C. Both were equal, just different	8	12	12	25
10. For the afternoon sessions I would like to...				
A. Attend only one session	0	5	2	5
B. Attend two sessions as scheduled.	8	5	11	34
C. Attend more than two sessions	6	8	9	0

*. Question 9B was substituted for this question because the relevant presentation was not made.

	Cal.	Neb.	Mld.	P.R.
11. Of the afternoon programs which I saw, I thought the best was...				
A. Program One - Instructional Design Media Aides	7	3	3	*
B. Program Two - Community Profile Classroom Records Using Overhead Projection	1	2	3	
C. Program Three - In Service Programs Community Resources	3	10	14	
D. Program Four - Parent Teacher Conferences . . .	1	1	2	
12. I would summarize this day for as...				
A. Very worthwhile	8	11	11	33
B. Somewhat useful	7	5	9	7
C. Average or worse.	0	1	3	0
D. A waste of time	0	0	0	0
9B. How were your arrangements for lunch?				
A. I was able to get an adequate meal in a reasonable time			18	
B. The meal was okay but time was a problem. . . .			3	
C. Time was a problem and the food was inadequate.			0	
D. It was a shambles because I didn't know what to do			0	

* Question 11B (see following page) was substituted for this question because all of the programs were not presented at this site.

	Cal.	Neb.	Mld.	P.R.
11B. Of the afternoon programs which I saw, I thought the best was...				
A. Instructional Design.				15
B. Media Aides				9
C. Using Overhead Projection				5
D. Community Resources				11